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ABSTRACT

Project HAITI STARS served 360 students, native speakers of Haitian Creole, Spanish, and Chinese, in its first year through supplementary instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual mathematics, science, and social studies. The project provided students with academic and personal counseling, tutoring, and career and college advising, and coordinated cultural and career-oriented trips. The project also offered activities to families of participating students, including basic skills classes at two sites, and staff development activities. The project met its ESL objectives and one of two NLA objectives. The project only partially met the content area objective, met one of two staff development objectives, and did not meet the curriculum development objective. Objectives in grade retention, referral to special programs, and parental involvement could not be assessed. Recommendations include: assessment of the objective related to increased awareness of pupils' needs to determine whether or not this objective can be evaluated; increased efforts to achieve stated objectives in curriculum development and parent involvement; and provision of opportunities for all staff to share ideas. (MSE)

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OREA Report

EVALUATION SECTION REPORT

HIGHER ACHIEVEMENT AND IMPROVEMENT THROUGH INSTRUCTION WITH COMPUTERS AND SCHOLARLY TRANSITION AND RESOURCE SYSTEMS PROGRAM

PROJECT HAITI STARS
Grant Number T003A80178
1988-89

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EVALUATION SECTION
John E. Schoener, Chief Administrator
March 1990

EVALUATION SECTION REPORT

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PROJECT HAITI STARS
Grant Number T003A80178
1988-89

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HIGHER ACHIEVEMENT AND IMPROVEMENT THROUGH INSTRUCTION WITH COMPUTERS AND SCHOLARLY TRANSITION AND RESOURCE SYSTEMS PROGRAM

PROJECT HAITI STARS
1988-89

SUMMARY

- Project HAITI STARS was fully implemented. During the 1988-89 school year, the project provided students of limited English proficiency whose native languages were Spanish, Haitian Creole, and Chinese, with instruction in English as a Second Language, Native Language Arts, and bilingual content areas. Staff developed curricula, and the project provided staff development and parental involvement activities.

- The project met its objective in English as a Second Language. It met one Native Language Arts objective but did not provide data for OREA to assess the second. The program met the objective for content area subjects. It met one of two staff development objectives but did not provide the data to assess a second. The project did not meet the curriculum development objective. OREA could not assess the objectives for computer science, grade retention, referral to special programs, or parental involvement, because the project did not provide the necessary data.

The Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource System program, HAITI STARS, served 360 students in its first year of a Title VII three-year funding cycle. Spanish-speaking students at Far Rockaway High School, Haitian Creole-speaking students at Andrew Jackson High School, and Chinese-speaking students at Sheepshead Bay High School participated in the program.

Project HAITI STARS provided supplementary instruction in English as a Second Language (E.S.L.); Native Language Arts (N.L.A.), and bilingual mathematics, science, and social studies. It provided students with academic and personal counseling, tutoring, and career and college advisement, and coordinated cultural and career-oriented trips. The project offered activities to the families of participating students, including basic skills classes at two sites, and provided staff development activities.

Project HAITI STARS met its E.S.L. objective and one of its two N.L.A. objectives. OREA could not assess the second N.L.A. objective because the project did not use the proposed test for

measurement. The project only partially met the content area objective, as the proposed percentage of students did not reach the criterion in all subject areas in both semesters. Project HAITI STARS met one of its two staff development objectives but did not provide the data necessary to evaluate the second. It did not meet its curriculum development objective. OREA could not assess objectives in grade retention, referral to special programs, and parental involvement as the project did not provide the necessary data.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- The project must assess the objective related to increased awareness of pupils' needs and determine whether it can be evaluated.
- The project should increase efforts to achieve stated objectives in curriculum development and parent involvement activities.
- The project should provide opportunities for all staff to interface and share ideas.

TABLE OF CONTENTS

	PAGE
I. INTRODUCTION	1
History of Program	1
Setting	2
Participating Students	2
Staff	3
Delivery of Services	5
Report Format	6
II. EVALUATION METHODOLOGY	7
Evaluation Questions	7
Process/Implementation	7
Outcome	7
Evaluation Procedures	8
Sample	8
Instruments	8
Data Collection	8
Data Analysis	9
Limitations	10
III. EVALUATION FINDINGS: IMPLEMENTATION	11
Instructional Activities	11
English as a Second Language	11
Native Language Arts	12
Content Area Subjects	12
Non-Instructional Activities	14
Staff Development	14
Curriculum Development	15
Parental Involvement	16
IV. EVALUATION FINDINGS: OUTCOMES	17
Instructional Outcomes	17
English as a Second Language	17
Native Language Arts	17
Content Area Subjects	20
Non-Instructional Outcomes	22
Attendance	22
Referral to Special Programs	22
Grade Retention and Referral to Special Education	23
Placement in Programs for the Gifted and Talented and in Post-Secondary Education Institutions	23
V. CONCLUSIONS AND RECOMMENDATIONS	24

LIST OF TABLES

PAGE

TABLE 1: Number of Program Students by Age and Grade 4

TABLE 2: Pretest/Posttest N.C.E. Gains on the Language Assessment Battery, by Grade 18

TABLE 3: Pretest/Posttest N.C.E. Gains on the Language Assessment Battery, by School 19

TABLE 4: Passing Rates in Content Area Subjects, by School 21

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transaction and Resource Systems Program (Project HAITI STARS), an elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program in its first year of a three-year funding cycle. Designed to assist achievement in students of limited English proficiency (LEP students) through individualized and interdisciplinary instruction, the project's primary objective was for students to gain proficiency in English while developing reading and writing skills in their native language: Haitian Creole, Spanish, or Chinese. The project functioned at Andrew Jackson, Far Rockaway, and Sheepshead Bay High Schools.

HISTORY OF PROGRAM

The HAITI STARS program began as two separate projects, Project STARS and Project HAITI. In 1987, Project STARS began its program to provide instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), content area subjects, computer science, and career education to gifted and talented LEP students at Flushing, Richmond Hill, and Andrew Jackson High Schools. Project HAITI was to begin a three-year funding cycle in 1988 to provide instruction in E.S.L., N.L.A., and the content area subjects to LEP Haitian students at Louis D. Brandeis and Andrew Jackson High Schools. Before the 1988-89 school year started, the Title VII office in Washington, D.C.

combined the two projects into HAITI STARS and assigned the new project to Far Rockaway and Andrew Jackson High Schools in Queens and Sheepshead Bay High School in Brooklyn. All three schools had a strong record of service to LEP students.

SETTING

Andrew Jackson High School is located in Queens, in a middle-class minority neighborhood of well-kept houses and apartment buildings. Many of the project students, however, traveled to the school from adjacent low-income areas. Most qualified for the free-lunch program, an indication of family income at the poverty level.

Sheepshead Bay High School is situated in a residential neighborhood of Brooklyn. Most HAITI STARS students lived in nearby housing projects or traveled in from other areas.

Far Rockaway High School was located in a working class neighborhood in Queens. Most of the students lived in nearby housing projects.

PARTICIPATING STUDENTS

Project HAITI STARS students came from Haiti, Asia, the Spanish-speaking Caribbean, and Central and South America. All participating students were designated as LEP, and the majority were recent immigrants. They demonstrated varying amounts of proficiency in the English language. About 94 percent of the students in the program had between six and ten years of education in their native countries and less than three years of

education in the United States. A small percentage of students had received little education in their native countries and were illiterate in their native language. Haitian and Hispanic students were often deficient in content areas, while students from urban areas in Asia were academically better prepared. Data on age and grade were available for 355 students. Sixty percent of the students were over-age for their grade placement. (See Table 1.)

STAFF

Project HAITI STARS' Title VII staff included a project coordinator and, at each of the three sites, a resource specialist and a paraprofessional.

Title VII funds paid 60 percent of the resource specialists' salaries. Each of the resource specialists had a master's degree, was experienced in bilingual education, and was a native speaker of the languages used in the program. They maintained ongoing contact with teachers as a way of keeping abreast of the students' needs and progress, kept files on each student, and saw students who were having difficulties.

Each of the three paraprofessionals had experience in bilingual education and some college education. They were also native speakers of, or competent in, the languages of the students they served.

The project coordinator held master's degrees and had eight years of experience in bilingual education. She visited each

TABLE 1

Number of Program Students by Age and Grade[a]

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	17	2	1		20
15	36	15			51
16	48	29	9		86
17	21	21	25	3	70
18	10	21	24	4	59
19	4	14	13	8	39
20		2	11	10	23
21		1		4	5
22				2	2
TOTAL	136	105	83	31	355[b]

Over-Age Project Students

Number	83	59	48	24	214
Percent	61.0	56.2	57.8	77.4	60.3

[a] As of June 1989.
[b] Data were missing for 5 students.

- Overall, the largest number of participating students were in the ninth grade.
- Grade twelve has the highest percentage of students who were over-age for their grade placement.

site once a week and maintained regular telephone contact between visits. Project staffs at the three sites did not collaborate.

At all three sites, the assistant principal of foreign languages supervised the E.S.L. and N.L.A. teachers, and the department chairpersons supervised the content area teachers.

DELIVERY OF SERVICES

Project HAITI STARS provided the target population with interdisciplinary bilingual instruction individualized to meet each student's needs, abilities, and career goals. Title VII funds covered supplementary instruction in E.S.L.; N.L.A.; and in bilingual mathematics, science, and social studies.

The project staff set up resource/computer centers in rooms that had been occupied by previous Title VII projects, using their computers until new computer equipment ordered with HAITI STARS funds arrived in late spring. Staff did not set up language lab equipment at Far Rockaway High School.

At Sheepshead Bay High School, the project resource center was in a large home economics room and was shared with Project BRIDGES, another Title VII project. The room also served as a lounge for E.S.L. teachers. The center was open to assist students five periods a day on a walk-in basis, but the resource specialist and E.S.L. teachers set up a regular schedule for visits by students most in need of remedial services. Many students came to the center for computer-assisted instruction.

At Andrew Jackson High School, the resource/computer center was in a corner of the foreign language office. The resource

specialist and the paraprofessional taught basic computer literacy and keyboarding in Haitian Creole and French on an individual basis. Project staff also produced a monthly bilingual newsletter informing students of a variety of educational and work programs, counseling and tutoring services, and cultural events and trips.

The Title VII staff at all three sites provided program students with academic and personal counseling, tutoring, and career and college advisement. They contacted students' families by telephone and mail. Project staff at the three sites offered a variety of trips, including visits to Albany and Philadelphia and a tour of a Queens hospital and a Con Edison plant.

At Andrew Jackson High School, Project HAITI STARS offered parents of students basic skills classes, including pre-literacy E.S.L., twice a week after school hours. Parents of students at Far Rockaway High School had access to E.S.L. classes that were not funded by Title VII, so the project did not offer this service.

REPORT FORMAT

This report is organized as follows: Chapter II presents the evaluation methodology; Chapter III describes the project's implementation and evaluates the attainment of relevant objectives; Chapter IV examines the attainment of the project's student performance objectives; and Chapter V gives conclusions and recommendations based on the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas, program implementation and outcome. Evaluation questions included the following:

Process/Implementation

- Did the program select students for participation according to specific criteria?
- Did the project implement the instructional activities for developing English language proficiency as proposed?
- Did the project implement the instructional activities for developing native language proficiency as proposed?
- Did the staff take part in any in-service or university level training?
- How many instructional guides did the program develop?
- How did the attendance of project parents at school functions compare with the attendance of parents of mainstream students?

Outcome

- What was the average Normal Curve Equivalent (N.C.E.) gain on the Language Assessment Battery?
- What percentage of program students passed their courses in mathematics, science, and social studies?
- How did the attendance rate of program students compare with that of mainstream students?
- How did the rate of referral of project students to remedial programs compare with that of mainstream students?

EVALUATION PROCEDURES

Sample

An OREA field consultant observed classes in E.S.L., N.L.A., social studies, and science. She interviewed program and school staff, including the director, principals, resource specialists, and paraprofessionals. OREA provided a student data form for each project student. The project returned 355 of these forms.

Instruments

OREA developed interview and observation schedules. The project director completed an OREA questionnaire in both the fall and spring semesters. Project personnel used OREA-developed data retrieval forms to report student demographic, attendance, and achievement data in the fall and in the spring.

Data Collection

An OREA field consultant interviewed school and program staff and observed classes during the months of May and June. OREA supplied the project director with a questionnaire and student data forms in December and May. The project returned the student data forms in February and June and the questionnaires in June.

Data Analysis

OREA used the Language Assessment Battery (LAB)* to assess improvement in English proficiency. Project HAITI STARS students were tested at grade level each spring. Students' raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which have multiple advantages over other scoring methods. They are standard, normalized, and form an equal interval scale. ("Standard" indicates that the unit of measurement is a fraction of the standard deviation of the original distribution of raw scores; "normalized" refers to the fact that the scale is adjusted for the norm group so that its distribution has the shape of a normal distribution; and "equal interval scales" allow for legitimate aggregation or averaging of scores.) Project students' N.C.E.s indicated their relative standing in relation to the national average of 50.

To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

To insure representative achievement data, OREA included only those students who had been in the program for at least five

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*The Board of Education of the City of New York developed the Language Assessment Battery (LAB) to measure English language proficiency of non-native speakers of English. The test attempts to determine whether a student's level of English proficiency enables her/him to participate effectively in classes taught in English. Students who scored below the twenty-first percentile on the LAB were entitled to bilingual and E.S.L. services.

months and had attended classes for at least 100 school days. OREA extrapolated to estimate full-year scores of late-arriving and early-exiting students.

Limitations

Since all LEP students are entitled to receive bilingual and E.S.L. services, OREA was unable to select an appropriate control group. However, the use of two sets of data, as outlined above, served in lieu of a control group.

III. EVALUATION FINDINGS: IMPLEMENTATION

Project HAITI STARS provided LEP students with E.S.L.; N.L.A.; bilingual mathematics, science, and social studies; and computer-assisted instruction. The project's non-instructional component included tutoring, staff and curriculum development, support services, and activities for parental involvement.

STUDENT PLACEMENT AND PROGRAMMING

Students were eligible for the project on the basis of school records, teacher recommendations, personal interviews, and their scores on the LAB. In placing students at their proper levels of instruction, the staff used teacher recommendations, report cards from previous schools, interviews with the resource specialists, and the results of a home language survey.

INSTRUCTIONAL ACTIVITIES

English as a Second Language

HAITI STARS offered E.S.L. reading and writing courses on the beginning, intermediate, and advanced levels at all three sites. Both Sheepshead Bay and Far Rockaway High Schools also offered transitional level courses, and Far Rockaway provided a pre-beginning level for students with no knowledge of English.

An OREA field consultant observed an intermediate level E.S.L. class at Sheepshead Bay High School. Twelve students and a paraprofessional were present. The teacher began the class by calling eight students to the blackboard to present the previous night's homework assignment. He then called on volunteers to do

oral exercises from the textbook. The teacher read each exercise and had the class repeat it after him. The class answered questions on the previous day's reading and reviewed grammar. The students were alert, and almost all participated.

Native Language Arts

At all three sites, the assistant principal for foreign languages was in charge of N.L.A. instruction. Andrew Jackson High School provided program students with four levels of French instruction. (The program coordinator reported that there was very little demand for Haitian Creole N.L.A. classes, although Haitian Creole was used for speaking.) Far Rockaway High School provided program students with four levels of Spanish N.L.A. instruction, including advanced placement. Sheepshead Bay High School provided program students with Chinese N.L.A. classes of mixed levels.

An OREA field consultant observed an advanced level French N.L.A. class at Andrew Jackson High School. Twenty-four students were present for a lesson on a story from the textbook. The teacher asked the students to write answers to questions on the board, then she called on them to read the questions and their answers aloud. After summarizing, she called on students to read new passages aloud and asked for volunteers to answer questions about content. The lesson was highly structured.

Content Area Subjects

Andrew Jackson High School offered program students bilingual (French) content area classes in mathematics, science, and social studies. The resource specialist and the Title VII paraprofessional offered computer-assisted E.S.L. instruction. Oral instruction was in Haitian Creole.

At Far Rockaway High School, program students could take bilingual (Spanish) classes in mathematics, science, and social studies. Global studies classes were presented in an E.S.L. format. A Spanish-speaking paraprofessional assisted. The school also offered computer keyboarding with an E.S.L. format.

At Sheepshead Bay High School, teachers offered program students bilingual courses in science and social studies. A Chinese-speaking paraprofessional assisted with the American studies and general science classes, which were taught in English with an E.S.L. format. E.S.L. science and mathematics classes had no such assistance; the school was experiencing a shortage of bilingual teachers in mathematics and chemistry.

An OREA field consultant observed a bilingual (French) physical science class of 23 students at Andrew Jackson High School. The teacher had written the aim of the lesson and a number of questions on the board in French. He asked the students to write the answers to two questions in their notebooks and then to read aloud. The teacher drew illustrations on the board, gave explanations, then asked students to explain the periodic table of elements in their textbook and asked questions

based on the table. The teacher spoke in Haitian Creole and English and wrote on the board in French. The students were attentive, and each had a chance to participate.

The consultant also observed a bilingual (Chinese) American history class of 23 students at Sheepshead Bay High School. The teacher wrote the aim of the lesson on the board in Chinese and English, and the class referred to a map in front of the room. The teacher lectured for most of the class, punctuating his discourse with question-and-answer periods, and reviewed homework. A paraprofessional circulated around the room, assisting students. The teacher and students used Chinese most of the time. Students participated well.

NON-INSTRUCTIONAL ACTIVITIES

Staff Development

The program objectives for staff development were:

- Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates and by attending in-service training sessions.
- Eighty-five percent of the staff in the program will demonstrate an increase in awareness of pupil needs and pupil problems as indicated by a five-point scale on a problems and needs inventory.

The resource specialist at Andrew Jackson High School was the only project staff member to take college courses. However, other staff members attended a number of professional conferences and workshops during the year. Among these were a New York Bar Association meeting on the legal status and entitlement of undocumented students, a computer workshop at Hunter College, and

an Office of Bilingual and Minority Languages Affairs conference for project managers and evaluators.

Nearly all the project staff attended in-service staff development activities. HAITI STARS, therefore, met its first staff development objective.

OREA was unable to evaluate the second objective as none of the sites provided data from a five-point needs and problems inventory.

Curriculum Development

The project objective for curriculum development was:

- As a result of the program, eight instructional guides will be developed in the areas of mathematics, science, social studies, Native Language Arts, and computer science in the native language.

During the summer of 1988 and in the 1988-89 academic year, program staff at Andrew Jackson High School adapted social studies curricula in Haitian Creole. Staff at Far Rockaway High School adapted the same curricula in Spanish. Project staff at Sheepshead Bay High School translated information for incoming students. Although these efforts at curriculum development were significant, the project failed to meet its objective in this area.

Parental Involvement

The program objective for parental involvement was:

- The attendance of parents of program students at school functions will be ten to 15 percent higher than that of parents of mainstream students.

Program staff sent letters in their home language to parents at Sheepshead Bay and Andrew Jackson High Schools to inform them about the program and school functions. Fewer than ten parents attended the advisory council meetings at these sites. At Far Rockaway High School, attendance at open school nights and open school week varied between 25 and 30 parents. Thus comparatively high attendance may have been due at least partially to the fact that the project had trained students as translators to assist parents at these meetings.

At Andrew Jackson High School, project staff offered E.S.L. and mathematics classes to parents three evenings a week. Non-project staff at Far Rockaway offered parents E.S.L. classes funded by sources other than Title VII. Parents at Sheepshead Bay High School, according to the project director, were not interested in attending E.S.L. classes, and that school, therefore, did not offer any.

The project failed to provide data on the attendance of mainstream parents at school functions, therefore OREA was unable to evaluate the objective as stated.

IV. EVALUATION FINDINGS: OUTCOMES

INSTRUCTIONAL ACTIVITIES

English as a Second Language

The evaluation objective for English language development was:

- As a result of participating in the program, program students will make statistically significant gains in English language proficiency.

Data on the LAB were available for 191 students (see Tables 2 and 3). The analyses excluded students who had been in the program for less than five months and students who took the pretest after February 1989. Program students on the whole made statistically significant gains ($t = 7.32$ $p < .05$). Therefore, the program achieved its E.S.L. objective.

Native Language Arts

The evaluation objective for Native Language Arts was that:

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement as indicated by improvement at the .05 level of statistical significance when results of La Prueba de Lectura* are analyzed using a correlated *t*-test.

- Seventy-five percent of the Haitian Creole-dominant participants will demonstrate a significant increase in native language achievement as indicated by a grade of at least 65 on a final exam.

Eighty-four percent of the Spanish-speaking students in the fall and 76 percent of these students in the spring achieved a

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*La Prueba de Lectura. San Antonio, Tx: Guidance Testing Associates, 1980.

TABLE 2

Pretest/Posttest N.C.E. Gains
on the Language Assessment Battery, by Grade[a]

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value
9	59	10.1	11.9	13.0	15.5	2.9	11.2	1.98*
10	55	13.0	10.2	18.9	9.7	5.9	7.9	5.55*
11	52	15.7	11.7	24.4	13.4	8.7	9.8	6.38*
12	25	16.7	10.3	20.5	14.1	3.8	12.2	1.57
TOTAL	191	13.3	11.3	18.8	13.8	5.5	10.3	7.32*

* $p < .05$

[a]As of June 1989.

- Average N.C.E. scores showed a significant increase from pretest to posttest.
- N.C.E. gains were greatest for those students in eleventh grade.

TABLE 3

Pretest/Posttest N.C.E. Gains on the
Language Assessment Battery by School

School	Number of Students	Pretest		Posttest		Difference		t
		Mean	S.D.	Mean	S.D.	Mean	S.D.	value
Sheepshead Bay	72	13.0	10.6	15.4	10.7	2.4	7.6	2.66*
Far Rockaway	56	13.3	12.0	18.7	15.0	5.4	10.2	3.98*
Andrew Jackson	63	13.8	11.9	22.8	15.2	9.0	12.0	5.97*
TOTAL	191	13.3	11.3	18.8	13.8	5.5	10.3	7.32*

* $p < .05$

- N.C.E. gains on the LAB were significant at all schools.
- Gains were greatest at Andrew Jackson High School.

passing grade of 65 percent. The program did not, however, provide data on La Prueba de Lectura. OREA could not assess the first objective as proposed.

Eighty-five percent of the Haitian Creole-speaking students in the fall and 88 percent in the spring met the passing criterion of 65. The project achieved its second N.L.A. objective.

The project did not provide an N.L.A. objective for Chinese-speaking students.

Content Area Subjects

The evaluation objective for content area subjects was that:

- Seventy-five percent of program students will achieve a passing grade of 65 or better in mathematics, science and social studies.

At Sheepshead Bay High School, over 75 percent of the students achieved the passing criterion for mathematics and social studies in both semesters. Students at Far Rockaway High School achieved the passing criterion in science and social studies in the spring semester. At Andrew Jackson High School, students met the criterion for science in the fall and social studies in the spring. (See Table 4.) The program partially achieved its proposed objective for content area subjects.

TABLE 4

Passing Rates in Content Area Subjects, by School

School	Content Area	Fall		Spring	
		Number of Students	Percent Passing	Number of Students	Percent Passing
Sheepshead Bay	Mathematics	82	81.7	66	80.3
	Science	67	56.7	71	69.0
	Social Studies	98	75.5	96	81.3
Far Rockaway	Mathematics	110	63.6	108	59.3
	Science	98	70.4	95	75.8
	Social Studies	105	74.3	106	84.0
Andrew Jackson	Mathematics	89	57.3	37	51.4
	Science	77	77.9	33	63.6
	Social Studies	94	67.0	57	91.2

- In every school, the proposed percentage of students passed at least one subject each semester.
- The proposed percentage of students passed more courses in the spring semester than they did in the fall semester.

NON-INSTRUCTIONAL ACTIVITIES

Attendance

The program attendance objective was:

- As a result of participation in the program, students' attendance rate will be 10 to 15 percent higher than the attendance of mainstream students.

Program students had an attendance rate of 90 percent at Sheepshead Bay and 88 percent at Far Rockaway High School. This was significantly higher than that of mainstream students at both schools, which was 81 percent at Sheepshead Bay and 80 percent at Far Rockaway High School.

Statistical significance was determined through the application of the z-test which measures the significance of difference between proportions. This procedure tests whether the difference between one group's rate (e.g. the program's) and a standard rate (e.g. the school's) is greater than can be expected by chance variation alone. The z-scores were statistically significant for both Sheepshead Bay (z= 2.13, p <.05) and Far Rockaway High Schools (z=2.52, p<.05).

The significant difference in attendance indicated that the program achieved its objective at two of the three participating schools. The program did not provide attendance data for Andrew Jackson High School.

Referral to Special Programs

The program objective for referral to special programs was:

- The rate of program students referred to special remedial programs will be ten to 15 percent less than that of mainstream students.

The project did not provide data for any of the sites; OREA was therefore unable to assess the achievement of this objective.

Grade Retention and Referral to Special Education

The evaluation objective for grade retention and referral to special education was:

- Rates of student grade retention, or referral to or placement in special education, will be ten to 15 percent lower for program students than for mainstream students.

The program did not provide grade retention data for non-program students, therefore this objective could not be assessed.

Placement in Programs for the Gifted and Talented and in Post-Secondary Education Institutions

The evaluation objective for placement into gifted and talented programs and post-secondary institutions was:

- As a result of participation in the program, students' placement in programs for the gifted and talented and enrollment in post-secondary and higher educational institutions will be ten to 15 percent greater than that of mainstream students.

Since the project did not provide data on placement or enrollment of either program or mainstream gifted students, OREA could not assess the achievement of this objective.

V. CONCLUSIONS AND RECOMMENDATIONS

Project HAITI STARS served Spanish-speaking, Haitian Creole/French-speaking, and Chinese-speaking LEP students at Far Rockaway, Andrew Jackson, and Sheepshead Bay High Schools respectively. The project provided supplementary instruction in E.S.L.; N.L.A.; and bilingual mathematics, science, and social studies. It provided academic and personal counseling, tutoring, and career and college advisement to participating students and offered staff development and parental involvement activities.

The project met its objective for E.S.L. It met one of its N.L.A. objectives, that for Haitian Creole/French-speaking students, but OREA could not evaluate the N.L.A. objective for Spanish-speaking students because the project did not provide necessary data. The project did not postulate a Chinese N.L.A. objective. The project partially met its content area objective.

Project HAITI STARS met the staff development objective. It was impossible to assess the objective for an increase in awareness of pupils' needs because of a lack of appropriate data.

HAITI STARS did not meet its objective for curriculum development. The project did not provide OREA with the data to determine whether it met the parental involvement objective.

The project provided activities for parental involvement, but participation was poor. The comparatively high attendance rate at Far Rockaway High School may have been due, at least in part, to the fact that the project had trained student

translators to assist the parents in their meetings with the teachers.

Lack of data prevented OREA from evaluating objectives regarding grade retention and outside referrals.

A shortage of bilingual teachers at Sheepshead Bay High School presented some problems in offering bilingual instruction to participating students. Project staff felt that the program gave students a positive feeling about their identity and a place to go with their problems, thus easing their transition into American society.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- The project must assess the objective related to increased awareness of pupils' needs and determine whether it can be evaluated.
- The project should increase efforts to achieve stated objectives in curriculum development and parent involvement activities.
- The project should provide opportunities for all staff to interface and share ideas.